

# Rainbow Nursery

Crawley Hospital, West Green Drive, West Green, Crawley, West Sussex, RH11 7DH

<b>Inspection date</b>	20/03/2014
Previous inspection date	15/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff know children well and as a result plan activities to effectively meet their individual needs and interests.
- Children are happy, active learners and quickly grow in self-confidence because of the good relationships they have with staff.
- Staff make good use of their welcoming and stimulating environment to encourage children to explore and investigate independently.
- Safeguarding is given very high priority at the nursery so that children play and learn in a safe and secure environment.

### It is not yet outstanding because

- Parents are encouraged to share information about children's learning and development from home. However, the systems used to record this information do not make it clear how this process contributes to children's learning.
- Children's starting points are not clearly shown in assessment records; therefore, it is difficult to demonstrate children's good rate of progress.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed all areas of the premises used by children.
- The inspector spoke with staff, parents and children at appropriate times during the inspection.
- The inspector sampled relevant documentation, including children's developmental records and a range of policies and procedures.
- The inspector undertook a joint observation with a senior member of staff.
- The inspector met with some parents to gain their views of the nursery.

## Inspector

Barbara Hall

## Full report

### Information about the setting

Rainbow Nursery has been registered under its current management since 2011, although it has been an established nursery provision in the local area for many years. It is owned and managed by Sussex NHS Community Trust and is primarily open to the children of employees of the trust. The nursery operates from a single storey, detached building in the grounds of Crawley Hospital, in Crawley, West Sussex. Children are cared for in a large, open-plan room with separate areas for babies and older children. Toilets, nappy change and hand washing facilities are available. Staff have access to a kitchen, staff room and an office. An enclosed garden provides an outside play area which is used by all children throughout the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 42 children on roll aged from three months to five years. The nursery receives funding for provision of free early education for children aged two, three and four. The nursery supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

The nursery is open each weekday from 7.30am to 5.30pm for 51 weeks of the year. The nursery employs 7 staff of these 6 hold a relevant early years qualification.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- strengthen assessment systems to involve parents with children's on-going assessments so that they contribute to these more frequently, and adjust the system used so that it reflects all staff know about the children in order to demonstrate children's good progress and for parents to support their children's learning and development at home

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff provide a welcoming, friendly environment and both children and staff demonstrate they enjoy their time at the nursery. The atmosphere of the nursery is purposeful as staff plan activities to meet children's interests and needs across all areas of learning. As a result children of all ages make good progress in all areas of their learning and development. Staff have a good understanding of how children learn and know the preferences and abilities of the children in their key groups well. Regular, sensitive observations are made of children and staff use this information to plan exciting and

challenging activities which children enjoy. Staff complete written developmental records on each child and room leaders monitor these for accuracy and consistency. Next steps for learning are clearly identified and these are shared with parents and all staff, so everyone is clear about what children need to learn next. As a result children's learning is well supported. Information about children's progress is regularly shared with parents and parent spoken to say they feel well informed. All parents are encouraged to share information about their children's learning and development at home. However, this is not recorded consistently and, therefore, it is not clear how this information contributes to the assessment process and children's learning. Appropriate arrangements are in place to complete the required progress checks for two-year-old children and staff share these with parents.

Children's independence and self-choice are promoted in all areas of the environment both indoors and in the newly developed garden area. Adults give children time to explore and investigate independently, confident that staff are on hand to extend both their enjoyment and learning. Children can clearly see what is available for them to play with and they help themselves from low level storage to toys and resources that interest them. They are eager to choose what they play with as staff know them very well and provide experiences that interest and fascinate them. For example, babies choose songs using props from a bag and move their bodies to the rhythm as staff sing the songs. When older children decide to make mud pies in the garden staff support this play sensitively. They help children make a book about their game, giving children a camera to record the ingredients and then record the recipe in a home-made book. As a result, children's early literacy skills are well supported.

Staff skilfully support children's developing communication and language skills. Staff working with the youngest children use good eye contact and simple clear language. They use rhymes, songs and games to encourage children's language and name toys that children are playing with. As a result, the youngest babies vocalise confidently and older children gain a widening vocabulary. Pictures of familiar things that happen during the session help children to understand the routines of the day. All children benefit from adults using signs, as well as words. The environment, both indoors and out, provides rich opportunities for discussion. Children continually talk through what they are doing, explaining their actions as well as engaging in conversation with each other and with staff. Children are clearly well motivated and effectively engaged, which promotes their play and learning.

Staff support children to make good use of the newly developed outdoor area. The garden provides a wide range of opportunities to encourage children to explore and investigate. Children experiment with a range of materials such as mud, sand and oats and happily use the mud kitchen to make their own recipes. As a result, children develop skills of negotiation and cooperation. There is a wide range of equipment which promotes children's physical development. Children of all ages can climb, use bikes and push-along toys in a safe and stimulating environment.

There are very effective systems in place to support children with special educational needs and/or disabilities. The nursery's special educational needs coordinators liaise closely with parents and seek advice and support from a range of professionals in order to

meet all children's needs effectively. When children speak English as an additional language staff learn key words and phrases from parents and displays and resources throughout the nursery reflect the wide diversity of children and families that use the setting. As a result of systems in place children with special educational needs and/or disabilities, and those learning English as an additional language, are well supported and make good progress.

### **The contribution of the early years provision to the well-being of children**

Children thrive in the caring, friendly and happy atmosphere. The environment provides a welcoming space for children where they can relax and enjoy their time at nursery. The thoughtful organisation of space and wide range of equipment significantly enhances children's learning and enjoyment. The outdoor area has recently undergone a complete change and provides children with a space where they can explore and investigate. As a result, children learn about challenge and taking risks in a safe environment.

Staff implement an effective key person system and as a result strong emotional attachments can be seen throughout the nursery. Children seek out familiar adults for reassurance and comfort when necessary. The younger children regularly spend time with older children and, as there is a small consistent staff team, children are always cared for by someone they know well. As a result, children's social skills and confidence develop well and good relationships are formed throughout the nursery. Displays feature photos of the children, celebrate their achievements and record their special events and days out.

Staff act as good role models by listening to the children and each other and by speaking politely. All staff have high expectations of children. There is a consistent approach to positive behaviour management and as a result, children generally behave very well. They are friendly, polite and confident and they respond well to the caring interaction of staff, who remind them gently of expected behaviours, such as working together. As a result, children learn to negotiate and discuss issues and demonstrate good levels of self-control. Children are encouraged to explore and express their emotions. Staff provide a 'feelings area' that is equipped with photos, displays and resources where children spend time and relax. Staff liaise closely with parents to ensure that the youngest children and babies can follow their own individual care routines and staff share information daily with parents about every child's day.

Staff give high priority to the safety and security of children. Thorough risk assessments are carried out and daily checks are made of the premises and equipment. Children learn how to keep themselves safe when using equipment and demonstrate this, for example, when they wait for the slide to be clear before going down. Standards of hygiene are very high in the nursery. Staff support children to develop a good understanding of how to keep themselves healthy. Children know to wash their hands before eating and when coming in from playing outdoors. When asked what they need to remember, they know they need to wash their hands with warm water and soap. At meal times, older children gain independence as they help prepare tables and serve themselves. The nursery provides healthy, nutritious snacks and meals and children independently help themselves

to drinks throughout the day so they do not feel thirsty.

Staff prepare children well to ensure they are emotionally well prepared for their next stage in learning. Children regularly spend time playing together in the garden, which helps to ensure that they feel relaxed with all staff. The nursery has developed good links with local schools and reception teachers are invited to the nursery to meet children who will be in their class. Parents are kept well informed of the process and the move to school for children with special educational needs is very carefully managed. Staff speak positively to children about their new schools and support them by organising a range of appropriate activities. As a result, children feel confident about making changes.

### **The effectiveness of the leadership and management of the early years provision**

The management team has a very good understanding of the requirements of the Early Years Foundation Stage. Leadership of the nursery is efficient and very supportive and as a result the small staff team work well together to implement all requirements. Systems are in place to monitor that the educational programmes are successful in ensuring children make good progress. Senior staff monitor children's development folders to ensure that planning and assessment are consistent and accurate. Staff and parents work together to gather information about children's starting points; however, this is not clearly recorded on children's assessment records. As a result it is difficult to demonstrate the good progress children make from this point. The management team has an overview of the assessments made for all children. This ensures that any gaps in provision or progress for individual or groups of children can be identified.

Arrangements for safeguarding children are very thorough. An appropriately trained member of staff takes lead responsibility for safeguarding children. Clear policies are in place and all staff receive regular training and are aware of the procedures to follow if they have any concerns about children's welfare. Regular risk assessments identify potential hazards and safety checks are carried out. Robust recruitment procedures are in place to ensure that children receive care from fully checked and suitably trained staff.

Very effective systems for staff supervision and performance management are in place. As a result, appropriate support and professional development is planned for all staff, as necessary. Each member of staff has an individual training plan and all training attended is shared with the team ensuring that nursery staff regularly reviews their practice. A thorough induction process is in place for new members of staff and all staff regularly review policies to ensure their knowledge is up to date. All staff and parents contribute to the accurate self-evaluation of the nursery. Priorities for continuous improvement are clearly identified and positive changes are effectively planned for and put in place.

Partnerships are very well established and are effective in meeting needs of all children. The nursery works well with the local authority and the NHS Community Trust, seeking advice, support and training. Good links with local schools and the Children's Centre result in consistent and coordinated care for children. Parents feel very welcome at the nursery.

They speak with staff daily, have meetings and receive regular written information. As a result, they feel well informed about their children's progress. Parents state that they find the nursery staff approachable and friendly and that they know the children and their needs very well.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY347255
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	815307
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	42
<b>Name of provider</b>	West Sussex Primary Care Trust
<b>Date of previous inspection</b>	15/02/2011
<b>Telephone number</b>	01293 600300

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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